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ABSTRACT

Major Eastern philosophies and/or religions consisting of Hinduism, Buddhism, Confucianism, Taoism, and Shintoism are investigated by 10th through 12th grade students in this general social studies quinmester course. Since Eastern philosophical ideas are already influencing students, this course aims to guide students in a universal search for values and beliefs about the meaning of life. Through suggested activity learning, the five major religions are compared and contrasted for their differences, similarities, and are examined for their influences upon Non Western and Western civilizations. Lastly, students trace contemporary ideas to Eastern philosophies. The course is arranged, as are other quinmester courses, with sections on broad goals, course content, activities, and materials. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Social Studies: INTRODUCTION TO EASTERN PHILOSOPHY

6414.23
6448.69

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

INTRODUCTION TO EASTERN PHILOSOPHY

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by

JUDY REEDER PAYNE

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A BRIEF INTRODUCTION TO THE WAYS OF BELIEVING WHICH HAVE SHAPED EASTERN THINKING FOR THOUSANDS OF YEARS. SOME SYSTEMS OF PHILOSOPHY WHICH WILL BE STUDIED ARE: HINDUISM, BUDDHISM, CONFUCIANISM, TAOISM, SHINTO.

CLUSTER: GENERAL SOCIAL STUDIES

GRADE LEVEL: 10-12

COURSE RATIONALE: In the narrowing of the world's boundaries through modern advances in transportation and communication, as well as the impact of the Vietnam War, the influence of Eastern philosophical ideas is being felt today by American youth. That the young people are searching for a philosophy to guide their lives seems evident in every area of youth involvement. This course attempts to introduce systematically the five major philosophies and/or religions of the Eastern World in order to help guide students in the universal search for values and beliefs about the meaning of life.

COURSE GOALS:

1. THE STUDENTS WILL EXAMINE AND GATHER BACKGROUND DATA ON THE FIVE MAJOR EASTERN PHILOSOPHIES.
2. THE STUDENTS WILL INVESTIGATE HINDUISM AND DESCRIBE ITS INFLUENCE UPON INDIA.
3. THE STUDENTS WILL INVESTIGATE BUDDHISM AND RELATE IT TO HINDUISM.
4. THE STUDENTS WILL INVESTIGATE CONFUCIANISM AND INFER ITS INFLUENCE UPON CHINA.
5. THE STUDENTS WILL INVESTIGATE TAOISM AND MAKE A GENERALIZATION OF ITS PHILOSOPHY.
6. THE STUDENTS WILL INVESTIGATE SHINTOISM AND COMPARE IT TO THE OTHER FOUR RELIGIONS.
7. THE STUDENTS WILL DISCOVER SOME OF TODAY'S YOUTH IDEAS THAT CAN BE TRACED TO EASTERN PHILOSOPHIES. FOR EXAMPLE: LOVE, BROTHERHOOD, PEACE, ANTI-GOVERNMENT, NON-COMPETITIVENESS, ANTI- MATERIALISM, LOVE OF NATURE, YOGA, AND CIVIL DISOBEDIENCE.

COURSE OUTLINE:

I. Background of the Five Major Eastern Philosophies

A. Definitions

1. Philosophy
2. Religion

B. Geographical Data of Asia

C. Population statistics of Asia

D. Population data on Eastern religions

1. Asia
2. North America
3. World Total

II. Hinduism

A. Chronological base of all Eastern thought

B. Beliefs

C. Vocabulary

D. Sacred Books

E. Mahatma Ghandi

F. Today's relevance

III. Buddhism

A. Buddha's Life

B. Vocabulary

C. Beliefs

III. (cont.)

D. Today's relevance

IV. Confucianism

A. Sacred Writings

B. Confucius' Life

C. Comparison and contrast with Buddhism

D. Today's relevance

V. Taoism

A. The mystery

B. Chain-argument

C. Life of Lao-Tse-Ching

D. Beliefs

E. Sacred Writings

F. Comparison and contrast with Buddhism and Confucianism

G. Yoga

H. Today's relevance

VI. Shintoism

A. Synonomous with Japanese culture

B. Traditions and beliefs

(cont.)

COURSE OUTLINE: (cont.)

VI. (cont.)

C. Ceremonies, festivals, shrines, temples, and Gods

VII. Growth of Eastern philosophical beliefs

A. Transportation

B. Communication

C. Vietnam War

D. Drug Usage

GOAL 1: THE STUDENTS WILL EXAMINE AND GATHER BACKGROUND DATA ON THE FIVE MAJOR EASTERN PHILOSOPHIES.

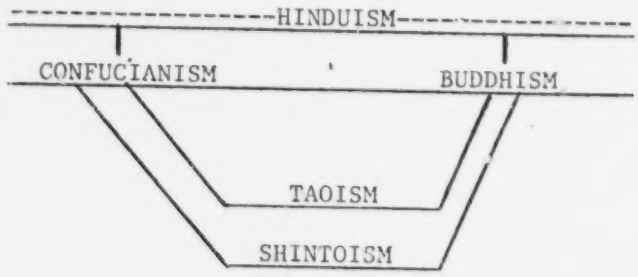
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. PHILOSOPHY AND RELIGION AS TERMS.	A. The student will define the two terms.	1. Have the students orally recall the likenesses and differences between the two terms: philosophy and religion. 2. Have the students compare orally their definitions of the two words. 3. On the blackboard, develop a class understanding of the two terms. 4. Ask the students to suggest some Western religions and write on the board some ideas such as God, worship, faith, beliefs, symbols, prophet etc. Then ask the pupils to give in one or two sentences some philosophical idea they may have such as brotherhood, peace, love, war, etc. Compare the concepts. 5. Review with the students the differences and likenesses of the two terms. Discuss the following quiestions: a. What is the difference between the two terms? b. Can the two terms ever be synonomous? Give examples. c. If not concomitant, which of the two comes first? (Example: Christ and his philosophy, then formalized religion.) Why? 6. Have the students write in one or two sentences the differences and similarities of the two terms: philosophy and religion. Then explain to the class that generally in the course the terms will be used synonomously.
	B. The student will define and classify terms.	1. List on the board the following words and ask the pupils to look up the definitions: principles aesthetics metaphysics ethics values prophet nature faith master conduct worship sage morals beliefs disciple

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.) Note to the teacher: It is suggested that the pupils keep a duotang as a study reference for the course, since numerous books and paperbacks are to be used to study the content of the five philosophies.	B. (cont.)	1. (cont.) logic ideas temple ceremony symbols 2. Divide the class in three groups and assign the task of classifying the above terms under religion, philosophy, or both. 3. Have each group leader report back to the large group their classification list. Allow the students to suggest corrections or additions. 4. Have each student make a corrected classification chart for future study. 5. Suggest that several pupils may demonstrate these terms graphically (charts, graphs, pictures) or in poetry. Give the pupils a week to produce these items and then share with the total class. Place displays on bulletin boards and in individual notebooks.
	C. The student will gather geographical data about the East.	1. What encompasses the East in terms of: Continents? Countries? 2. Display maps of Asia, China, India, Japan, and Indonesia. 3. In brief outline form, have a volunteer pupil draw on the board or on the overhead projector a general outline of the Far East. 4. Have another pupil draw in the major countries and label.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	C. (cont.)	5. Give ditto of map outline to each pupil and have them fill in the names of the major countries in order to to relate the areas to the religions or philosophies to be studied. 6. Have the students look up in the Atlas, Almanac, or Encyclopedia the square miles contained in each major country in order to grasp the vast expanse of Asia.
	D. The student will gather population statistics concerning the major countries in the East.	1. Have the students research population statistics for the major countries (Japan, China, India, Vietnam, Korea, Pakistan.) 2. Have the students compare the statistics and each add the population figures to his map ditto. 3. Assign groups to break down population statistics to the five major Eastern religions to be studied in this course (see Almanac). Have them present their study in the following form: ASIA | NORTH AMERICA | WORLD TOTAL 4. Refer to maps, transparencies, and statistical charts to discuss the following questions: a. Will the population in the Eastern countries continue to grow at the approximate same rate in the next ten years? Why, why not? b. How does the Eastern population rate compare with the Western world? Would this affect the spread of Eastern philosophy? How? c. Can media communication spread the growth of Eastern ideas still further? Give examples.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	D. (cont.)	4. (Cont.) d. Does the Vietnam War have any influence on the spread of Eastern philosophy? Can you name a few of the current ideas that may have come from this area? e. Do you have any idea of number comparison in Eastern and Western religions? Which religion now has over one-fifth of the world population as its followers? (This should involve more research by volunteer pupils) 5. Show the film, Major Religions of the World (Dade County #1-13416) 6. Discuss the film with the pupils. Review the population statistics and followers of each major religion. Ask some of the following questions: a. Which of the five religions is the oldest? b. Which of the five religions has the largest following? c. Which one or two is gaining in acceptance in the United States? d. Which ones stress: meditation — reincarnation — one prophet rituals — symbols — personal God many Gods — morals Discuss the relevance of these terms to religion or philosophy. e. How do you think the oldest religions have influenced the newer ones? Give examples.

GOAL 2: THE STUDENTS WILL INVESTIGATE HINDUISM AND DESCRIBE ITS INFLUENCE UPON INDIA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. The students will investigate Hinduism.	1. Have the students read (see Bibliography) a general description of Hinduism. 2. Show film, Asian Earth, #1-12040. 3. Write Santana Dmarma (The Eternal Religion) on the board. Give oral translation, Hinduism. 4. Have the students find India on their ditto map and have them draw arrows to China, Japan, and Indonesia to show the spread of the religion. 5. Construct a chronological chart on the board to show that Hinduism is the basic source of all Eastern religions. 6. Have the students copy the chart (see below) and then assign them the task of dating the various religions. Have them date at this time Hinduism at 5000 B.C.  7. Ask the pupils to refer to their list of definitions and take notes while the teacher discusses the basic precepts of Hinduism. These should include (not necessarily in this order) the following ideas: a. World's oldest faith. b. No ecclesiastical organization. c. No practices or beliefs universal.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	7. (cont.) d. Polytheistic: hundreds of thousands of Gods. Siva and Vishnu (popular Gods of today) e. Animal worship.(not just the cow as commonly thought) f. Reincarnation. g. Karma: deeds in previous life. h. Caste: indicates spiritual status. i. Ultimate goal: realeased from cycle of rebirths and absorbed by the absolute. j. Progress in goal not due to study of dogma but to worship and human experience. k. Yoga: asceticism and discipline help achieve ultimate goal. l. No fixed canons of sacred books (see Vedas below). m. Vocabulary: ATMAN - God within, Self. BRAHMAN - Unapproachable creative spirit or God. OM - Symbol of Brahman, translated loosely as peace, peace, peace.
	B. The student will read Hindu writings.	1. Introduce and show the class various paperback readings for Hinduism (See Bibliography). 2. Write on the board the word VEDAS and explain to the pupils that these are ancient accounts of mystical revelations and inspirational verse. They are considered the primary source of all Hindu spiritual guidance. They were written in Sanscrit at approximately 1500 B.C. (the time thought to be when the Aryan tribes arrived in India). 3. Have pupils read Upsanishads (p. 64) silently. 4. Have the whole class read the page orally together and ask them to note the musical rhythm of the words and the strange mystic terminology.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	5. Open for discussion the following questions: a. Who is Brahman? Can you describe him? b. What are the three requirements? c. What does Chandogya say about the will of man? d. Explain the terms: (in your own words) purified mind illumined consciousness e. What does it say about immortality? 6. Divide the pupils into three groups to read the following parables in Upsanishads: a. Satyakama (pp 65-68) b. Boy Svetaketa (pp 68-71) c. Boy Narada (pp 71-74) Have them note the following information during their reading task: a. Manner of writing. b. How one is to attain knowledge. c. How can one learn about oneself? d. What do they say about Brahman, subtle essence? e. How does animal life fit into the picture?
	G. The students will discuss and clarify the Hindu ideas of God and love of learning.	1. In class discussion review the three groups' ideas on the above questions. Encourage the groups to give examples from their readings. 2. Assign the class silent reading in Upsanishads the chapter Chandogya (pp 64-78); Brihadar Anyaka (pp 79-81). 3. The teacher should encourage the students to relax and listen while he reads Gargya aloud to them. 4. Have the pupils do a choral reading of Ajatasatru (pp 81-86) in Upsanishads.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Note to the teacher: The Vedas (or Hindu scripture) is so very mystic, it is necessary for the students to listen, read silently, and choral read to get the feel of the Asian wording and ideas.	C. (cont.)	5. Discuss with the class afterwards the following affective responses: a. How did you feel when you read the dialogue? b. Does it remind you of something you've read before? How? What? c. What do you think the words "meditate" and "self" mean? d. Do you think there is a way to reach immortality in Hinduism? How? Do you believe any part of this yourself? Which part? e. Would you like to read more? f. Can you find a few lines that you would choose to memorize for the class? 6. Give the students the assignment to choose a few lines they may memorize as a class assignment. Give them choices in reproduction such as choral reading, tape recording, or dramatic play. 7. Have the students read silently Kaivalya (pp 114-116) in Upsanishads. Then ask them to write in their own words what they know so far about the attainment of Brahman. 8. Encourage the pupils to share their paragraph writings with the class.
	D. The students will see a great Hindu leader and his use of the ancient philosophical ideas.	1. The class will view the film Mahatma Ghandi (Dade County, VW, 1-12467). 2. Lead a class discussion on the film including the following questions: a. Was Ghandi's life meditative or active or both? Explain your answer. b. What is a Mahatma?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Note to the teacher: For accelerated pupils or as a special assignment, have the pupils read His Life and Message for the World; (see bibliography).	D. (cont.)	2. (cont.) c. What Hindu Veda doctrines shine through his life? d. Did you see any subtle changes in his philosophy? Can one find immortality in Hinduism in an individual way or through special steps? Why do you think so? e. What is the Gita? f. How did Yoga play a part in Ghandi's life? g. What is civil-disobedience and how did the Mahatma use this as part of his political-religious life? Has any evidence of this reached the United States? 3. Read Gita (pp 141-143) to the class and suggest other special readings. 4. In introducing the sacred book, Bhagavad-Gita (Song of the Lord or Celestial Song); lecture on the following points: a. Sacred book of the Hindus written around 5-6 B.C. b. Epic poem with prophetic verse. c. Vendanta philosophy of the Universe. d. Considered the longest poem in the world, over 20,000 verses. e. Collection of narratives, often in parable form. f. Though younger than Upanishads (perhaps by 25 centuries) considered equal in spiritual gospel importance. 5. Have pupils read "Introduction" by Aldous Huxley (pp 11-22) in Upanishads. 6. Lead class discussion and build on ideas of Hinduism already learned.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	7. During the discussion, have a volunteer write on the board new vocabulary. Some of these are: a. Veda b. Sanskrit c. Yoga d. Karma Yogi e. Vishnu f. Vendanta g. Divine Ground h. Maya i. Nirvana j. Gunas k. Atman l. OM 8. Have the pupils copy the list and give the assignment of looking up the meanings. 9. Divide the class in three groups and assign each group one of the following readings on meditation and/or Yoga. a. Upanishads: pp. 118-123. b. Gita: pp. 56-62. c. Gita: pp. 79-85. Assign the task for each group to list the steps necessary to attain Yoga. 10. Have each group recorder read the steps his group formulated to the class. 11. Ask for volunteer students (or invite a Yoga instructor) to give Yoga demonstrations to the group. This might be better done in an open outside place or in the gym with the cooperation of the physical education instructors. (A number of Dade Community Schools have Yoga classes.) 12. Lead the class in at least 15 minutes of OM oral chant, stressing oneness, peace, and thoughtlessness. a. How did you feel while doing this? b. Do you think it has value?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. The students will view a modern Indian family in the Hindu tradition.	1. Have the class view the film, A Hindu Family, (Dade County, BW, 1-04766). 2. Afterwards, lead the class in a discussion using some of the following questions: a. What parts of the old are left in the traditional Hinduism? (cow, shrines, temples, rivers, Yoga) b. How have social and economic changes affected Hindu philosophical ideas? (caste, women's role, active Yoga). c. What universal truths have been able to live on for over 5000 years? (God, self, peace, brotherhood). 3. Have the students discuss what ideas they have today on life, peace, brotherhood, self, government, nature, and non-materialism. Get them to decide which of their own ideas remind them of the ancient Hindu beliefs and why they think they know and feel these same credos today.

GOAL 3: THE STUDENTS WILL INVESTIGATE BUDDHISM AND RELATE IT TO HINDUISM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BUDDHISM Note to teacher: American youth have many vague, incorrect ideas about Buddha, one being that he is Chinese. They have been exposed to symbols, pictures etc. but most of it is confused in their mind and full of misconceptions. Johnson's Buddhism is an excellent source for this goal.	A. The students will investigate Buddhism.	1. Review the ditto maps and population graphs to see the location and number of practicing Buddhists today in the Far East. 2. Then lead an inductive discussion on what the pupils already know about the man or religion. Some of these may include: a. his appearance b. caste and reincarnation c. religion and ceremonies d. Viet Nam monks e. lotus blossom 3. Discuss with the class where and how they have seen pictorial explanations of Buddha. (posters, Beetles, Mia Farrow, Viet Nam media, Export-Import stores etc.) 4. Then ask the pupils to draw a picture of the Buddha. Have them compare their drawings (note that he is usually connotated as Chinese in origin which is incorrect). 5. Have the pupils visit an Export-Import Store or bring in statues, posters, pictures etc. for the bulletin board. 6. Read to the class the child-like but mystic story of Buddha's Life, The Prince Who Gave Up a Throne. (see bibliography) 7. Discuss with the class some of the new ideas they have learned about Buddha just from this simple story. Some of these are: a. He is a Hindu. b. He was of the highest caste. c. He was Indian. d. He worshipped no idols, started no formal religion, built no temples. e. He had disciples.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	8. Assign choices in readings on the Buddha. (see bibliography)
	B. The students will do group work on the life of Buddha.	1. Divide the class into four groups to discuss the life of Buddha. The group tasks should be by choice and may include some of the following: a. Outline form b. Pictorial c. Drama d. Music e. Poetry
		2. Have the groups share their information with the class and display their work on the bulletin board. This may take more than one day's preparation. Extra credit should be given to individuals who would like to do something creative on Buddha's life for the class.
	C. The students will translate learnings of Buddha from readings and speeches.	1. Contact Dade Junior College or the University of Miami and ask if a Buddhist student might visit the class and speak on his views of the religion.
		2. List the following terms on the board and assign definitions to the students: a. Nirvana b. Eight Fold Path c. Law of Karma d. Zen e. Middle Way e. Siddhartha Gautama f. Four Noble Truths g. The Enlightened One h. The Bo Tree i. Mahayama
		3. Have student volunteers give definitions of terms and lead class discussion. Encourage different interpretations and point out the mystical vagueness of the Buddhist doctrine.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	4. Lecture to the class and have them take notes on some of the following philosophical ideas of Buddhism: a. Nirvana: a condition of enlightenment and detachment from the world. How did Buddha attain this? Where was he supposed to have found Nirvana? Did he mention God as a condition to finding Nirvana? What does Nirvana do to the cycle of successive rebirths in Hinduism? etc. b. Middle Way: Path beyond sorrow and suffering... between austerity and sensuality. c. Eight Fold Path and Existance: Suffering from craving can be destroyed by Eight Fold Path. d. Love: Buddha held everything in the Universe with enfolding love. 5. Read and discuss Buddha's "Sermon at Benares" in Religious - Philosophical Systems, pp. 2-4. What did he say about the "good life?" 6. Read to the class about the four kinds of Buddhism in Four World Views, pp 45-66 (see bibliography). 7. Show the class the film, The Buddhist World, Dade County, 1-00297. 8. Lead the students in a film review with the following questions: a. Is Buddhism today a simple faith or formalized religion? Give examples. b. Does Buddhism contribute to man's competitive nature? Why? c. How does true Buddhism conflict with war? d. Is a Buddhist materialistic by faith? e. How does the sacred cow tie in with Buddha's teaching?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Note to the teacher: Special library research, particularly in current periodicals can contribute a great deal to student's understanding of modern day Buddhism.	D. The student will relate Buddhism to current life in the Far East.	1. After completing library research, divide the class into four or five groups to discuss and present to the entire group the relationship of Buddhism to modern day Far East: a. Vietnam War. b. The new China. c. Civil-disobedience in India and Pakistan. d. Rise of industrialization and materialism. e. Current usage of drugs.
	E. The student will generalize on the historical growth of Buddhism from ancient Hinduism.	1. Lead the class in a review of beliefs, ceremonies, and understandings of the relationship of Buddhism with ancient Hinduism. 2. Have the students write an essay explaining the historical growth of Buddhism from ancient Hinduism.

GOAL 4: THE STUDENTS WILL INVESTIGATE CONFUCIANISM AND INFER ITS INFLUENCE UPON CHINA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CONFUCIANISM	A. The student will investigate Confucius' writings.	1. Review the chronological chart (p.5) with the students and note the closeness of time in the rise of Buddhism and Confucianism. 2. Tape the following or put on separate slips of paper the following verses. Give one to each pupil, have him read it and be ready to discuss with the class. See item #3 for follow-up activity. a. A scholar should serve the crown. b. Be slow to speak and quick to act. c. Courage without sense of right, make rebels of the great. d. All hangs on faithfulness and fellow-feeling. e. Honeyed words and flattering looks seldom speak of love. f. Through wide learning and singleness of aim, through keen questions and searchings of heart we come to love. g. Serve your parents with courtesy while they live. h. Study without thought is vain; thought without study is dangerous. i. I hate evil speaking cloaked in honesty. j. Exalt the straight, set aside the crooked, the people will be loyal. k. Bad it is when a man eats his fill all day and has nought to tax the mind. l. Loveless men cannot hear need long. m. Beware of living in a sink; where the filth of the world all streams together. n. The chase of gain is rich in hate. o. Poetry rouses, courtesy upholds us, music is our crown. p. A gentleman lays no burden on the people until they have learned to trust him. q. Love of courage without learning sinks into turbulance. r. Show you first your duty to your father, then your duty to your king.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The students will classify Confucius sayings in broad categories.	1. Have the pupils list some broad categories of the above sayings and put them on the blackboard. Some of these might include: Government, Duty, Learning, Love, Ancestor or Parent Devotion, and Righteousness. 2. Give the students a dittoed list of the verses and ask them to classify the sayings under one or more broad categories.Orally check the classifications and open disagreements to discussion. 3. Assign readings of Confucius to the students and ask them to choose two or more verses to memorize, which may appeal to them. Have selected students lead a class discussion on the meaning of the verses.
	C. The students will read and record the basic facts on the life of Confucius.	1. Discuss Confucius' life and include some of the following information (see bibliography). a. China, 6 B.C. b. From a family of military fame but no wealth. c. Public teacher. d. Court of Chou. e. Studied ancient wisdom and music. f. Lost court support and wandered throughout the country. g. Won admiration from emperors and people after death. h. For over 2000 years his sayings have been considered Chinese classics. i. Temples, shrines, disciples all came after his death. 2. After reading and library research, have the pupils give oral, written, tapes, transparencies, roleplay, or art form presentation of Confucius' life. 3. Lead class discussion in comparison of Buddha and Confucius' life. Write on the board under two headings <u>The Same</u> and <u>Different.</u> Some of the following should be considered:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	3. (cont.) a. The Same teacher, hermit, left family, influence on court, solved human problems, accent on love, disciples, time of life interested in philosophy, no notion of God, disliked war, shrines and temples. b. Different nationality, caste, one quiet and one talkative, interest in learning, ambitious Hindu, classic sayings, interest in religion. 4. Have the pupils view the film China the Old and The New (Dade County, 1-13103) 5. Follow-up the film viewing with some of these thought questions: a. Which of Confucius' doctrines seem to have been discarded? Why? b. What do the new Chinese think of learning and scholars, public schooling? c. What has changed from Confucius' views on government? 6. Assign the pupils to read parts of their choice in Wu Ching (collection of five classics) and Shih Shu (four books of sayings of Confucius.)
	D. The students will infer the 2000 years of influence in Chinese thinking due to Confucius philosophy.	1. Divide the class into five groups and have them determine Confucius' influence on the following five relationships: (See Four Views of the World) a. Parent/Child b. Ruler/Citizen c. Friend/Friend d. Sister/Brother e. Husband/Wife

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	2. Read the following verse and lead a class discussion on Confucius' ideas of Love: "What I do not wish to have done unto me, I likewise wish not to do unto others." Read the following verse and lead a class discussion on Confucianism and learning: "To hear much, choose what is good, and follow it; to see and read much and remember." Read the following verse and lead a class discussion on Confucius' ideas on government: "Bad government is worse than a fierce tiger." 3. Then ask the pupils for their ideas on how many of Confucius' beliefs have survived modern day, what has been discarded and why. Be sure to include thoughts on government, parent-child relationships, peace, materialism, learning, personal ambition, and drug usage.

GOAL 5: THE STUDENTS WILL INVESTIGATE TAOISM AND MAKE A GENERALIZATION OF ITS PHILOSOPHY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TAOISM Note to the Teacher: Pronounce Tao lide "cow."	A. The students will investigate Taoism.	1. Show the film, Ancient Orient - The Far East (Dade County Schools, 1-12599) Lead the class in discussion with some of the following questions: a. Where did the tea ceremony originate? Do you think it has any religious significance? b. What evidence did you see of Hinduism, Buddhism, Confucianism? c. Do you feel a mystery about the old East and see some of it still in the New East? Give examples from the film. d. Do you see a difference in the value system of the East compared to our world? Do you think this is changing? Why? 2. Read portions of the introduction in The Wisdom of Laotse or The Way and Its Power (see bibliography) to the class. Assign outside reading in the same section of the book. 3. Review with the students the chronological and geographical information of previously studied religions. Note that Taoism a later philosophy stemming from all the others that came before. 4. Have a panel of students conduct the class in an oral discussion concerning the reading of the introduction in the book assigned in item 2. 5. Read to the pupils a few verses from the book. Then write two or three chain-arguments on the board. Have the pupils describe the form of Tao writings. Some of these descriptions might be: metaphor abstract, relative, analogy, or contradictory. Have the students find more examples of the chain-argument and encourage them to read and explain their choices.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	6. Write the word "Mystery" and then the word "Paradox" on the board. Have the pupils discuss how these words may affect the understanding of Eastern philosophy. See if they can find any examples of this kind of thinking in Western philosophy. Ask the questions: a. Does the form of writing affect the meaning? How? b. Do you feel that you understand Tao as well as Confucius? Why or why not? Give some examples. c. What do you think Tao is trying to say? 7. Give the pupils a dittoed sheet of the following examples of Tao writings: a. Yet Heaven and Earth and all that lies between Is like a bellows In that it is empty, but gives a supply that Never Fails. b. We should recognize the usefulness of what is not. c. He who takes the longest strides, Does not walk the fastest. d. We put 30 spokes together and call it a wheel. But it is on the space where there is nothing That the usefulness depends. e. We turn clay to make a vessel, But it is on the space where there is nothing That the usefulness depends. f. We pierce doors and windows to make a house And it is on these spaces where there is nothing That the usefulness of the house depends. g. Do nothing and everything is done.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	7. (cont.) h. Difficult and easy complete one another, Long and short test one another. High and low determine one another. Pitch and mode give harmony to one another. Front and back give sequence to one another; Therefore the sage relies on actionless activity. 8. With the same verses on the overhead projector, go through each example and have the students try to determine what is the mode of writing, the intent, and discuss the mystery. 9. Rewrite the words: "Paradox," "Mystery," and add "Balance." Then explain to the pupils the Dualist Theory including: a. Yin and the Yang b. weak and the strong c. dark and the light d. open and closed Have the pupils offer other examples of contradictory but balancing observations in life. 10. Discuss Tao teachings and include the following: a. 6c B.C., some say at the same time of Confucius, time not clear. b. Could be a reactionary response to Confucianism. c. Indian influence; i.e. The Mountain Men. d. Lao-Tze-Ching or Tao Te Ching said to be the prophet. Legend has it that before leaving on his wanderings, the gatekeeper asked him to write his verses on the wall. These writings are said to be Tao - Teh - King, the text which became the basic Tao gospel. Anthologists say it was written in 3c B.C. by the Indians. e. Tao - Te - Ching can mean The Way, The Power, The Road, or The Being (non-translatable). f. Polyestic: said to have 1000's of Gods.
Note to teacher: Writings of the Mountain Men may be especially interesting to the gifted pupil. See Cold Mountain Poem.		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	10. (cont.) g. Naturistic: worships wood, fire, earth, metal, water, trees, flowers, bees etc. h. Dualistic i. Anti-materialistic j. Anti-competitive or industrial k. Anti-learning or anti-knowledge l. Two movements: Tao Chia: basic philosophy (probably from Lao-Tze-Ching); ancestor worship, passivity, simplicity, deplored passion, no personal ends, harmony, mystic, radical, included Yoga. Tao Chiaco: modern day version by mainly semi-illiterate, polyistic, Yoga, shrines, temples, many sects and societies; magic, superstitous (charm snakes, tigers, stay under water, increase life span).
	B. The student will investigate and practice Yoga.	1. Read to the students the following: Block the passages, shut the doors, Let all sharpness be blunted; All tangles untied, all glare tempered; All dust smoothed... This is called the mysterious leveling. Ask the students what this might mean. Then read another explanation: You seem able to make your body for the time being Like a log of wood, Your mind like dead embers. Then: Ponder with the whole essence of your being... 2. Have the pupils write on the board different words that these phrases might being to mind. Some of these may be meditation, mystery, quietness, peace, still body and mind etc. Have the students discover that true Yoga involves not only the body but the mind.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. Have volunteers lead the group in various Yoga practices. Further explain that Yoga is probably Buddhist (dbyana) in origin and concentrated on fixed staring or the eye method of trance induction. It is thought that a Tso-wang originated Tao trance induction with the use of breath control.
	C. The students will compare the use of drugs with Tao trance-induction.	1. Place on the overhead projector the following quote: The practice of Tao consists in subtracting day by day. Subtracting and yet again subtracting... 2. Ask the following questions: a. What might this mean to a Taoist? b. How does this conflict with Buddhism, Confucianism? c. Could this mean a form of Yoga? Explain. d. Is it reality? Why? e. Could you call this selflessness, passivity? f. Does the use of drugs produce the same effects? Aftereffects? What is different, the same? g. Does a Taoist recommend the use of drugs? h. Do some drugs make the senses over-react? Is this the goal of a Yoga from the East? Why not? i. How does the use of drugs and the Viet Nam War combine in the artificial attempts at Eastern Yoga. j. Which do you prefer? Why? k. Which do you think will grow in usage in the United States: Eastern passivity or drug use? Why?
	D. The student will generalize on the meaning of Tao philosophy.	1. Give to the pupils a dittoed copy of the following. Have them read it silently and write about what they think the Taoist philosophers are trying to say to man. One may think of it as the mother of all things under heaven. Its true name I do not know. Great Tao is like a boat that drifts; It can go this way, it can go that.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	1. (cont.) If one looks for Tao, there is nothing solid to see. If one listens for it, there is nothing loud enough to hear. Yet if one uses it; It is inexhaustable. 2. Have the pupils volunteer to read sections of their explanations. Then have them compare and contrast Taoism with the previous religions in the areas of: God, Learning, historical development, Love, Nature, Peace, Materialism, and Government.

GOAL 6: THE STUDENT WILL INVESTIGATE SHINTOISM AND COMPARE IT TO THE OTHER FOUR RELIGIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SHINTOISM	A. The student will investigate Shintoism.	1. Have the pupils write ten or more things they know about Japanese culture. Some of these might include (but accept all): a. baths b. kimonas c. lowliness of women d. plays and the use of masks e. emperor f. tea drinking g. love of gardens h. formalism i. Judo, Karate j. water paintings k. love of intricacies l. harikari 2. Let volunteers read and discuss some of their items to the class. Then ask the class if they think any of these things might have to do with religion or Eastern philosophy. Put two columns on the board: Religion and Philosophy. With the class participating, list under one or both which items may be included in Japanese religion. (Almost any item concerning manners, ceremony, tradition, nature should be under both columns). 3. Assign the class the following reading choices and have them write two or more paragraphs concerning their readings and be ready to share the information with the class. These may include: Historical and population statistics on Shintoism today. Shinto Gods Japanese Emperors Tea drinking ceremony Shinto Temples Shinto Shrines Japanese Ancestoral Worship Japanese Art Japanese Festivals

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	4. Ask the librarian to set up a display of Japanese books. painting, artifacts etc. and have the pupils visit and observe the collection. 5. Have the pupils give individual or group reports on their Shinto readings. Notes should be taken. 6. Discuss the following important information concerning Shinto religion and/or philosophy: a. Most Shintoist are in other religions as well, i.e., Buddhist, Taoists etc. b. Many cults or movements c. Ancestral religion d. Primitive e. Naturalistic f. Earliest records appear in the Sixth Centure B.C. g. Shinto means "The way of the Gods" h. Polyistic (Kami or Gods), Sun Goddess=Ruler of the Heavens i. Until 1947, the Emperor was considered Divine j. Ceremonies, rituals, and festivals are the only things that remain fairly intact k. Not ethical, moral, or religious in content today. Emphasis is mainly on form l. Tea drinking, body cleanliness, kimona dress m. National heroes, family spirits, ancient emperors deified n. Pilgrimages and worship of trees, villages, and water sources o. Family God-Shelf: wooden shrine holding tablets bearing ancestor and national hero's names
	B. The student will compare and contrast Shintoism with the previously taught religions.	1. Have the students compare and contrast the following areas of Shintoism with the other Eastern religions already taught in the course. This can be done in small group assignments, by discussion, pictorally, or in written form. However, the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	1. (cont.) products should be shared with the entire class. a. Love of learning b. Chronological and historical development c. Sacred writings and prophets d. Ideas on God e. Viet Nam War f. Love g. Peace h. Anti-Materialism i. Anti-Competition j. Love of nature k. Passivity and/or Yoga l. Anti-Government and Civil Disobedience m. Use of drugs or stimulants

GOAL 7: THE STUDENTS WILL DISCOVER SOME OF TODAY'S YOUTH IDEAS THAT CAN BE TRACED TO EASTERN PHILSOPHIES. FOR EXAMPLE: LOVE, BROTHERHOOD, PEACE, ANTI-GOVERNMENT, NON-COMPETITIVENESS, ANTI-MATERIALISM, LOVE OF NATURE, YOGA, AND CIVIL-DISOBEDIENCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
RELATIONSHIP OF EASTERN IDEAS ON TODAY'S YOUTH.	A. The student will predict the growth of Eastern philosophy.	1. Have the students review the population statistics and the modern advances in communication and transportation and predict the future growth of Eastern philosophical ideas. Have them judge whether this is good or bad. Ask them to state personally whether they accept one or more of the Eastern ideas or reject them and state their reasons why.
Note to the teacher: The Korean War was also a great influence in the spread of Eastern thought but probably holds little interest to the teenager today.	B. The students will discuss critically the implications the Viet Nam War has had on the spread of Eastern philosophy.	1. Have the students in small group or individual debate discuss the implications of the Viet Nam War on the spread of Eastern philosophy and religion.
	C. The student will compare and contrast today's use of drugs with the Eastern ideal of peace and passivity.	1. Divide the class into two groups: one to list the ways drug usage is similar to the Eastern ideal of peace and passivity; the other to list the ways drug usage negates completely the Eastern way of natural body and spiritual peace. (The second group should come up with a greater number on the list.) Have the two group leaders share the information with the class.
	D. The student will discover and write some of today's ideas that may be traced to Eastern philosophical thought.	1. Have each student write a paragraph on at least three modern day ideas or committments today's American teenagers have that are similar and may be traced to Eastern philosophy. 2. Have the students share this information with the whole class.

MATERIALS:

1. RECOMMENDED BASIC TEXT:

Massialas, Byron and Zevin, Jack. Religious-Philosophical Systems. Chicago: Rand McNally and Co., 1970. (Plus teacher's manual) State Adopted.

2. RECOMMENDED TEACHER REFERENCE:

*1. Isherwood, Christopher and Prabbhavanda, Swami. The Song of God: Bhagavad-Gita. Hollywood, California: The Vendanta Society of Southern California. 1951 (paperback).
2. Mac Hovec, Frank J. The Book of Tao. Mount Vernon, New York: The Peter Pauper Press, 1962.
*3. Manchester, Frederick and Prakhavanada Swami.. The Upanishads, Breath of the Eternal. Hollywood, California: The Vendanta Society of Southern California. 1948 (paperback).
*4. New York Times. The New York Times Encyclopedia Almanac. New York: N.Y. Book and Educational Division, 1970.
5. Watts, Alan W. The Way of Zen. New York: Pantheon Books Inc., 1966.
6. Waley, Arthur. Translations from the Chinese. New York: Alfred A. Knopf, Inc., 1941.
7. Wood, Ernest. Zen Dictionary. New York: Philosophical Library Inc., 1962.

3. RECOMMENDED STUDENT REFERENCE:

A. Easy Reading:

1. Gaer, Joseph. The Adventures of Rama. New York: Little Brown & Co., 1954.
2. Serage, Nancy. The Prince Who Gave Up a Throne. New York: Thomas Y. Crowell Co., 1966.

B. Class Usage:

1. Barrett, William. Zen Buddhism (Selected writings of D.T. Suzuki). Garden City, N.Y.: Doubleday & Co.,Inc., 1956 (paperback).
2. Ch'en, Kenneth K.S. Buddhism, The Light of Asia. Woodbury, N.Y.: Barron's Educational Series, Inc., 1968.
3. Creel, Herrlee. Confucius, The Man and The Myth. New York: Harper and Row, 1960.
4. Johnson, Everett B. Buddhism (Asian Studies Inquiry Program) San Francisco: Field Educational Publications, 1969.
5. Parkinson, Thomas. A Casebook on the Beat. (Cold Mountain Poems by Kanzan or Han-Shan). New York: Thomas Y. Crowell Co., 1961 (paperback).
6. Reps, Paul. Zen Flesh, Zen Bones (a collection of Zen and Pre-Zen writings). Rutland, Vermont: Charles Tuttle Co., Inc., 1965.

* Student reference

MATERIALS: (cont.)

3. (cont.)

7. Runes, Dagobert D. Pictorial History of Philosophy. New York: Philosophicla Library Inc. of N.Y., 1962.
8. Sze, Mai-Mai. The Way of Chinese Painting. New York: Random House, Inc., 1959 (paperback).
9. Tudisco, A. Jeff. Confucianism and Taoism. (Asian Studies Inquiry Program) San Francisco: Field Educational Publications, 1969.
10. Yutang, Lin. The Wisdom of Laotse. New York: Random House, Inc., 1948 (paperback).
11. Waley, Arthur. The Way and Its Power (A Study of the Tao Te Ching and Its Place in Chinese Thought). New York: Grove Press, Inc., 1958 (paperback).
12. Weitzman, David L. Chinese Painting. (Asian Studies Inquiry Program) San Francisco: Field Educational Publications, 1969.
13. Weitzman, David L. Chinese Popular Fiction. (Asian Studies Inquiry Program) San Francisco: Field Educational Publications, 1969.
14. _____. Four World Views. Boston: Allyn & Bacon Inc., 1971. State Adopted.
15. _____. Ghandi, His Life and Message for the World. New York: New American Library of World Literature, Inc., 1954.

4. AUDIO VISUAL MATERIALS: (All can be found in Dade County Public School Film Library) All B/W

1.	Ancient Orient, The Far East	1-12599
2.	Asian Earth	1-12040
3.	Buddhist World	1-00297
4.	China: The Old and The New	1-13103
5.	Family of India	1-12043
6.	Hindu Family	1-04766
7.	India's History: Early Civilization	1-05210
8.	Mahatma Gandi	1-12467
9.	Major Religions of the World	1-13416